

UNIT 6

Consumer and Workplace Documents

Writers on Writing



Carol Jago

Carol Jago wrote an education column for the *Los Angeles Times* and is the author of nine books for teachers.

Carol Jago on Consumer and Workplace Documents

“ A few months ago my best friend and I were out on our usual jog through the neighborhood. It was a beautiful summer day. As we crossed the street in front of a large yellow truck, cheerfully chatting about this and that, a sanitation worker accidentally dropped the high-pressure hose he was holding in his hands. Before the man could bring what seemed like a massive live snake back under control, the two of us were sprayed from head to toe in raw sewage. Twice.

Needless to say it was a nasty business. We ran back to my friend's house, showered under the hottest water we could stand, and dumped the clothes we were wearing into the trash. As soon as we were dry and wrapped in bathrobes, we sat down to write.

Together we composed a complaint to the Los Angeles Sanitation Department. We didn't threaten to sue the city or in any way suggest that the man with the hose was at fault. It was an accident. We explained that though the incident was truly unpleasant, it had not resulted in any lasting physical harm or injury. What we did claim was that the city owed us for our discarded clothes.

Now the cost of two tee shirts and two pairs of shorts is a small thing, but writing that letter helped us feel a lot better. Setting out our complaint on paper got the bad taste out of our mouths—yes, the water from the hose got into our mouths along with in our eyes and ears—and allowed us to begin to laugh about it all.

When our \$30 checks from the Sanitation Department arrived in the mail, we cheered. This time around, the pen was mightier than the hose.”

Think
as a
Writer

Think of a situation where you might want to write a letter of complaint. What would you say?



COLLECTION 10

Reading for Life

INFORMATIONAL TEXT FOCUS

**Consumer, Workplace, and Public
Documents**

“Ninety percent of leadership
is the ability to communicate
something people want.”

—Dianne Feinstein

What Do
You?
Think

What does it take to succeed
in the world?



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Informational Text Focus

by **Carol Jago**

Documents for Life

Have you ever tried to read an instruction manual and found yourself utterly confused? Sometimes texts that are meant to provide us with important information can be difficult to understand. Good readers know not to panic. They slow down the pace of their reading, identify and look up critical vocabulary, and prepare to re-read passages several times. Here are some of the functional documents you may encounter in your everyday life.

Consumer Documents

A **consumer** is someone who buys or uses something. You, your parents and your classmates, are all consumers. Most of the things you buy—even a backpack—come with **consumer documents**. An advertisement, for example, may have convinced you to try a particular backpack, or you may have read the features on a tag attached to it and have now decided to purchase the item. The more complicated the product is, the more complex the documents that come with it. Here are some consumer documents you may find with a video computer game.

- **Product information** is often found on the box or label. It tells you if the product has the features you are looking for.
- **Instruction manuals** usually include more detailed product information. They also tell you how to set up and use the product.
- **Warranties** explain what happens if the product does not work as guaranteed and what you have to do to get it repaired or replaced.
- **Contracts** give information on the legal use of the product.

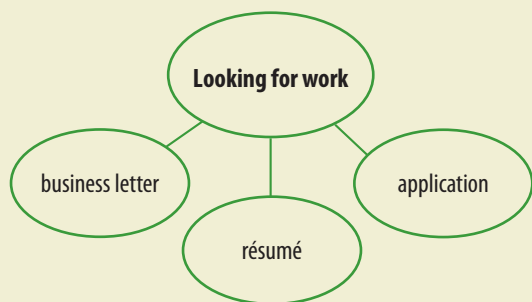
Public Documents

Simply stated, a **public document** is any document that is made public—for all to read. For example, when a government agency develops new regulations that affect consumers or citizens, the agency announces the information to the public. Other public documents inform citizens of decisions, responsibilities, and schedules of events or services. Government agencies, schools, libraries, fire and police departments, transit departments, even movie theaters all produce public documents. Public documents come in many forms. Here are some that may be familiar to you:

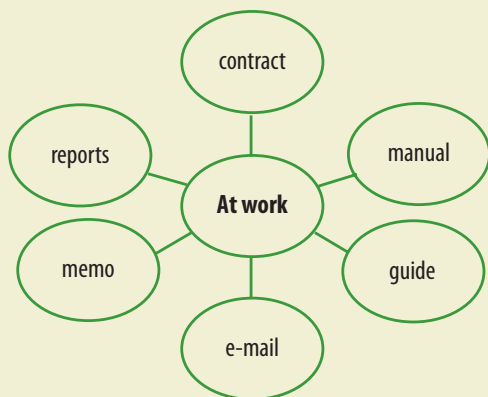
- Newspaper items
- Fliers or posters
- Legal records
- Product recalls
- Emergency evacuation guidelines
- Travel advisories
- Congressional proceedings

Workplace Documents

Documents that are created for and by employees are called **workplace documents**. When you look for a job, for example, you may write a **business letter** in which you state your qualifications and ask for an interview. You might include a **résumé**, a formal list of your educational and work experience, or fill in an **application** supplied by the employer. The graphic organizer below shows the documents you may encounter when you apply for a job.



When you are hired, you might be asked to sign an employment **contract**. Your employer may give you an **employee manual**, which spells out rules and instructions related to your job. **User guides** will show you how to use the office equipment. On the job, you will communicate with others using **e-mail**, **memorandums**, often called memos, and **reports**.



Technical Directions

You often follow directions when you cook, play music or sports, exercise, or dance. When the instructions are for assembling or using a mechanical or electronic device or for performing a scientific activity, they are called **technical directions**. You want to follow all directions carefully, especially technical directions. If you make a mistake and skip a step or perform one out of order, the device or experiment may not work.

Well-written directions often have **numbered steps** and clear **diagrams** that make them easy to follow. These tips can help you follow technical directions:

1. Read through *all* the directions.
2. Follow each step in order.
3. Compare what you are doing with the drawings and illustrations.

Your Turn Analyze Documents

Create a chart like this one in your *Reader/Writer Notebook*. Then, fill in at least two examples for each category. Try to use examples from real life.

	Examples
Consumer documents	
Public documents	
Workplace documents	
Technical directions	



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Analyzing Visuals

How Is Information for the Public Communicated in Art?

A well-crafted poster for an art exhibit is a thing of beauty. It gives you information on who, what, when, and where, but it is also designed to lure you to the exhibit to see the art firsthand. Museum staff, graphic artists, and sponsors—the organizations that fund the exhibit—all have a say in what is included on the poster. A graphic artist will then weave text and images together to create an appealing poster.

Analyzing a Poster

Use these guidelines to help you analyze a poster:

1. Study the text—its size, style, and color. What text commands your attention?
2. Look at the images presented. What idea do the images convey?
3. Analyze the use of color. What impact does the color create?
4. Think about the relationship between the text and images. What is the focus of the poster?

Study the detail of the poster below. Use it to help you answer the questions on the next page.





1. Which element of the poster catches your eye the most? Why?

2. Why do you think the poster designer chose to use the two different sizes of type in the title of the exhibition?

3. What effect does the use of color, both in the image and in the type, create.

4. Why do you think the poster designer chose to use a smaller type size to convey information about the museum's location?

"Indian Art of the United States . . ." by Pistchal (c. 1941) poster.

Your Turn Write About the Poster

If you saw this poster on the street, would it catch your eye? Why or why not? What changes would you make if you were in charge of designing this poster?

Reading Focus

by **Kylene Beers**

What Skills Help You Read Functional Documents?

Since so many of the things you will want to do in life—such as make purchases, find a job, or create and market a new product—require functional documents, you need to know how to read them. Some you will want to read quickly to find the information you are seeking. Others you will want to read slowly and carefully. Below are some skills that will help.

Skimming and Scanning

These two skills with similar-sounding names can help you preview a document to find the information you need without wasting time.

Skimming helps you get an overview of the document. You look through it quickly by reading the title, heads, and subheads. You also read the first line or two of each paragraph to decide if it is a document you want to read more carefully.

Scanning helps you find particular information in a document. You look for boldface or italic terms, key words or phrases, or any other important details that relate to your topic. When you find them, you read those sections more carefully to learn what they say about your topic.



Skimming gives you a broad view.



Scanning gives you a focused view.

Taking Notes

Functional documents often contain important information that you want to remember, so it is a good idea to make note of it. There are many different ways of **taking notes**. You might keep notes

- in a **notebook**, like your *Reader/Writer Notebook*
- on **notecards**, such as index cards
- on **self-adhesive notes** that you attach to the document
- in the **margins**—if you own the book or document
- as **highlighted** important phrases, sentences, or paragraphs—again, if you own the book or document
- on a **computer**

When taking notes, be sure to write down *all* the important information you will need. If you are recording facts and statistics, make certain they are accurate. If you are quoting an author, note the quotation exactly as written. Also, include any information necessary to help you find the material again. Include the source title, author, publisher, and page number or URL, as appropriate.

Adjusting Reading Rate

When reading functional documents, you must learn how to **adjust your reading rate**. When you skim and scan, for example, you read quickly. Then, when you find the information you are looking for, you slow down and read more carefully. While taking notes, you have to read slowly and thoroughly to be sure the information in your notes is correct.

You might read quickly through a newspaper article or an advertisement, but you need to slow down when reading product information or an employee manual. You will first want to read technical directions quickly to get a general idea about what is included. Then, read them carefully a second time as you follow the steps. Legal documents such as contracts and warranties require a slow, precise reading so you will know exactly what you can expect—and what is expected of you.

Reading Rate	Documents
quick	newspaper articles; advertisements
slower	product information; employee manual; business letters; schedules
slowest	technical directions; contracts; warranties

Asking Questions

Good learners **ask questions** to grasp new information, to get answers, and to critique a text. Here are some of the many questions you might ask when reading functional documents:

- Does this product have the features I want?
- Is this advertisement telling the truth?
- What are the hidden costs of this service?
- What is this document *not* telling me?
- What exactly is covered in this warranty?
- What am I responsible for in this contract?
- Are these directions presented logically?

Your Turn Read Functional Documents

Read this train timetable, and answer the questions that follow.

Depart	Arrive	Notes
Georgeville	Allendale	
8:00 am	9:15 A.M.	Track 1: Express
9:00 am	9:35 A.M.	Track 5: Local
9:30 am	10:45 A.M.	Track 5: Sunday only
10:00 am	11:15 A.M.	Track 1: Express

Fares:	Adults:	\$12.00 one way	\$20.00 round trip
	Children:	\$4.00 one way	\$6.00 round trip
	Seniors:	\$8.00 one way	\$12.00 round trip

1. Would you skim or scan to find the train that departs at 10:00? Explain.
2. Which information on the timetable would you read slowly and carefully?
3. What questions might you have that are *not* answered here?

Now go to the Skills in Action: Reading Model



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Reading Model

Read with a Purpose Read to learn what consumer documents are all about.

Consumer Documents

From the Manufacturer to You

Picture before you an unopened box. In it is the latest and greatest computer game console. In your hurry to get it out of the box, you let a sheaf of papers slide to the floor. There they lie in danger of being thrown out with all the packing materials. Be sure you retrieve and read them carefully. These **consumer documents** can make a big difference in how much you enjoy your new game.

Reading Focus

Skimming Skimming through the information on this page informs you that the text is about the types, elements, and features of consumer documents.

Elements and Features of Consumer Documents

Here are some types of consumer documents and the **elements**, or types of information, that each document provides:

- **product information**—descriptions of what the product will do
- **instruction manual**—information on how to use the product
- **warranty**—details of company and owner responsibilities if the product does not work



Consumer documents itemize, or detail, the unique **features** of each product. Here are some samples.

Product Information

WYSIWYGAME ARTS

CPU	800MHz
Video card	250 MHz GPU
Resolution	1920 × 1080 maximum
Memory	128 MB
Storage	Memory Card—Hard Drive
Sound card	64 Channels
DVD	Yes
Media	12 × DVD-ROM 6.2 GB Capacity
Hard drive	8 GB
Modem	Yes
Ethernet port	Yes
Controllers	4

Reading Focus

Adjusting Reading Rate You probably read through the product information rather quickly. If you are seriously considering buying a video computer game, you should slow down and pay careful attention to the features listed in the product information. This way you will be sure to buy a product that has what you need.

Taking Notes You might want to take note of features you care most about and compare them with the product information on other game packages.

Safety Information

Please follow these safeguards regarding the installation and use of your game console:

1. When installing your game console, be certain that the unit receives proper ventilation. Vents in the console covering are provided for this purpose. Never block or cover these vents with any objects, such as fabric, books, or magazines.
2. Do not install your game console in a bookcase or entertainment rack where it cannot receive proper ventilation.
3. Do not place the game console in direct sunlight or near a heat source, such as a radiator or hot-air duct.
4. Do not set the game console on a soft surface, such as a bed, sofa, or rug, since doing so may result in damage to the appliance.
5. Unplug this appliance from the wall outlet, and contact a qualified service person under the following conditions:
 - a. The power-supply cord or plug is damaged.
 - b. Liquid has been spilled on, or objects have fallen into, the game console.
 - c. The game console has been exposed to rain or water.
 - d. The game console does not operate normally after you follow the operating instructions.
 - e. The game console has been dropped, or the cabinet has been damaged.
 - f. The game console exhibits a distinct change in performance.

Do not attempt to service this product yourself. Opening or removing the outside covers may expose you to dangerous voltage or other hazards. All service must be done by qualified service personnel.

Informational Text Focus

Consumer Documents This page from an instruction manual lists safety information. Specific instructions include the need to ventilate the console and to keep it stable and dry.

Informational Text Focus

Consumer Documents Instruction manuals often include important warnings. Be sure to read—and heed—them carefully.

Reading Model

Informational Text Focus

Consumer Documents

Warranties all share certain elements, such as eligibility, time limits, parts warranties, and disclaimers. Two specific features of this warranty are that only the original purchaser or gift recipient is eligible for the warranty and that the company will replace defective parts without charge for a period of ninety days after purchase.

Reading Focus

Asking Questions One question you may ask here is, “How do I make sure that this company receives the registration card?”



Limited Warranty

WYSIWYGame Arts makes the following limited warranties. These limited warranties extend to the original consumer purchaser or any person receiving this product as a gift from the original consumer purchaser and to no other purchaser or transferee.

Limited Ninety [90] Day Warranty

WYSIWYGame Arts warrants this product and its parts against defect in materials and workmanship for a period of ninety [90] days after the dated or original retail purchase. During this period, WYSIWYGame Arts will replace any defective product or part without charge to you. For replacement you must deliver the entire product to the place of purchase.

Limited One [1] Year Warranty of Parts

WYSIWYGame Arts further warrants the parts of this product against defects in materials or workmanship for a period of one [1] year after the date of original retail purchase. During this period, WYSIWYGame Arts will replace a defective part without charge to you, except that if a defective part is replaced after ninety [90] days from the date of original purchase, you pay labor charges involved in the replacement. You must also deliver the entire product to an authorized WYSIWYGame Arts service station. You pay all transportation and insurance charges for the product to and from the service station.

Owner's Manual and Warranty Registration

Read the owner's manual thoroughly before operating this product. WYSIWYGame Arts does not warrant any defect caused by improper installation or operation. Complete and mail the attached registration card within fourteen [14] days; the warranty is effective only if your name, address, and date of purchase are on file as the new owner of a WYSIWYGame Arts product.

SKILLS IN ACTION

Wrap Up

SKILLS FOCUS **Informational Skills** Read and understand consumer documents; analyze workplace documents; understand functional documents; read and understand technical directions. **Reading Skills** Skim and scan a text; adjust reading rate; use logical notes to clarify understanding of text; ask questions.

Into Action: Features of Consumer Documents

In a chart like the one below, describe the types of information presented in the three consumer documents you have just read.

Document	Type of Information Presented
Product information	
Safety information	
Warranty	

Talk About . . .

1. With a partner, talk about the ease or difficulty of understanding these consumer documents. How well was the information presented? Was it easy to find? Try to use each Academic Vocabulary word listed at the right at least once in your discussion.

Write About . . .

Use the underlined Academic Vocabulary words in your answers to the followTions. Definitions appear at the right.

2. What is the function of workplace documents?
3. Why is it important that technical directions be coherent?
4. What might be the consequences of poorly written directions?
5. What type of information might be specified in a warranty.

Writing Focus

Think as a Reader/Writer

In Collection 10, you will read functional documents like those you will encounter in life. The Writing Focus activities on the Preparing to Read pages help you recognize how each document presents information. On the Practicing the Standards pages, you will check your understanding of these documents.

Academic Vocabulary for Collection 10

Talking and Writing About Functional Documents

Academic Vocabulary is the language you use to write and talk about functional documents. Use these words to discuss the documents you read in this collection. The words are underlined throughout the collection.

consequences (KAHN suh kwehns ehz) *n. pl.:* results; outcomes.
The consequences of poorly written directions could be confusion and despair!

function (FUHNGK shuhn) *n.:* typical action of something. *The function of consumer documents is to inform consumers about products or services.*

coherent (koh HIHR uhnt) *adj.:* clear; connected logically; understandable. *It is usually easy to understand a coherent document.*

specify (SPEHS uh fy) *n.:* state in detail. *Product information on clothing labels may specify the size, material, and laundry instructions.*

Your Turn



Copy the Academic Vocabulary words into your *Reader/Writer Notebook*. Write sentences in which you use each of the four words correctly.

INFORMATIONAL TEXT FOCUS

Following Technical Directions



What Do
You
Think

Why is it so important to understand the way things work?



QuickWrite

If you were building a home on a desert island, what directions or instruction manuals would you find useful? Write down your ideas.

TECHNICAL DIRECTIONS

Preparing to Read

SKILLS FOCUS Informational Skills Follow technical directions. Reading Skills Skim and scan.

Following Technical Directions

Informational Text Focus

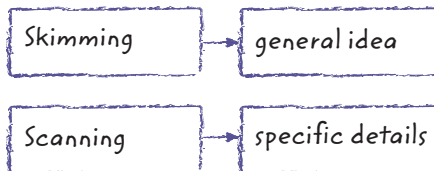
Following Technical Directions Instructions for using computers as well as other scientific, mechanical, and electronic products and activities are called **technical directions**. You follow technical directions when you read instructions on how to do an experiment in a chemistry lab, fix a flat tire on your bicycle, program the remote control for your television, operate your new microwave oven, or install software on your computer. Technical directions may seem complicated at first, but if you pay attention and follow each step carefully, you can accomplish the task.

Reading Focus

Skimming and Scanning These skills can help you when you first encounter an informational document.

- **Skimming** helps you get an overview of the document. You glance at titles, heads, and subheads and read the first line or two of each paragraph to get a general idea of what information is provided.
- **Scanning** helps you locate information in the document. You search for boldface or italic terms, graphics, and other important details for specific pieces of information.

Into Action As you read the directions that follow, skim to get the general idea and scan to find specific information.



Writing Focus

Preparing for Constructed Response

When you read the following technical directions, jot down any steps that confuse you in your *Reader/Writer Notebook*.



Reader/Writer Notebook

Use your **RWN** to complete the activities for this selection.

Vocabulary

scan (skan) *v.*: copy text or graphics from paper into a computer file. *You can scan any picture on paper into your computer to use in your documents or multimedia presentations.*

image (IHm ihj) *n.*: visual illustration; graphic. *Most presentations are improved by the addition of an interesting image.*

options (OP shuhnz) *n.*: choices. *Computer menus offer you many options for creating documents.*

Language Coach

Multiple-Meaning Words The Vocabulary words above are defined in ways that relate to computers, but they all have other meanings as well. Challenge yourself to find at least one more meaning for each Vocabulary word. Use a dictionary if you need help.



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Read with a Purpose

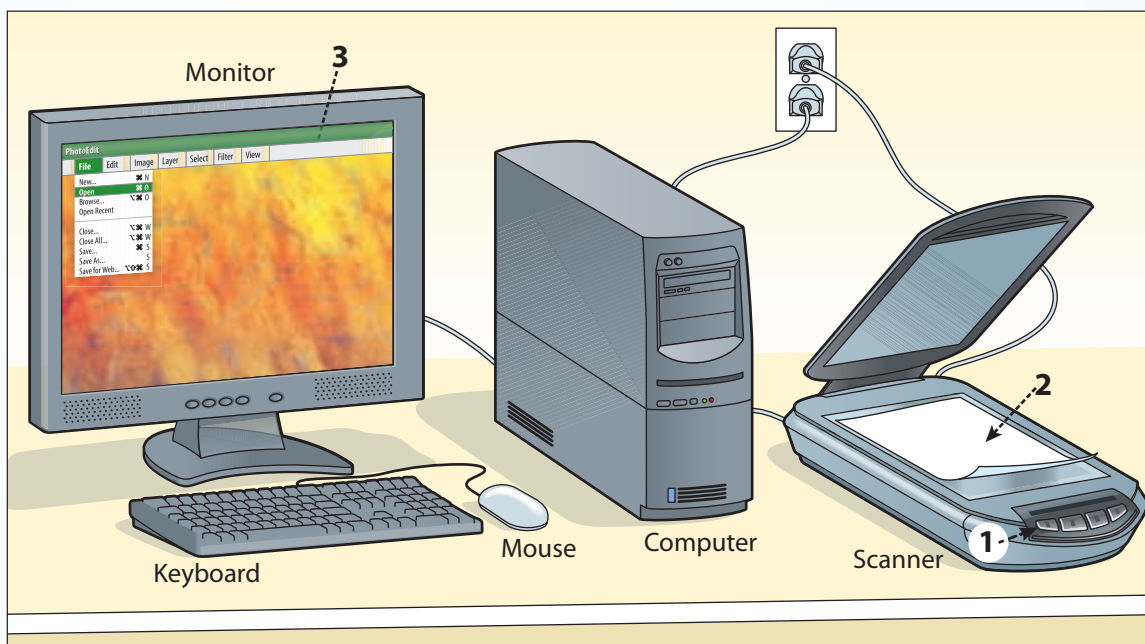
Read the following technical directions to become familiar with the format of instructions.

Adding Graphics to Your Web Site

The following technical directions show how to **scan**, edit, and save an **image** for your Web site using a made-up photo-editing program called PhotoEdit. The directions assume you have a scanner and it is set up properly to work with your computer. Reading through these instructions will make you familiar with the process of following **technical directions** so that when you choose your own picture-editing program, you'll have no trouble getting the results you want. **A**

Setting Up

1. Make sure the scanner is turned on.
2. Place your image in the scanner. The image should lie face down on the glass, aligned according to the page-size indicators on the scanner.
3. Open up the PhotoEdit program.



A Reading Focus Skimming What does a quick read of the title and first paragraph tell you about the topic of this document?

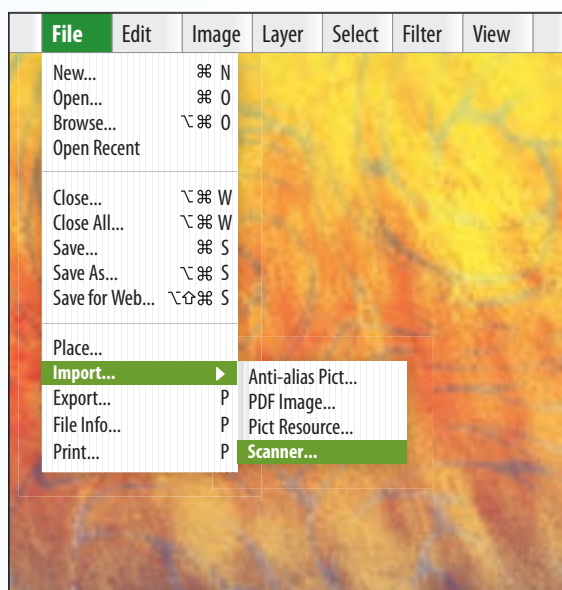
Vocabulary **scan** (skan) *v.*: copy text or graphics from paper into a computer file.
image (IHm ihj) *n.*: visual illustration; graphic.

Scanning

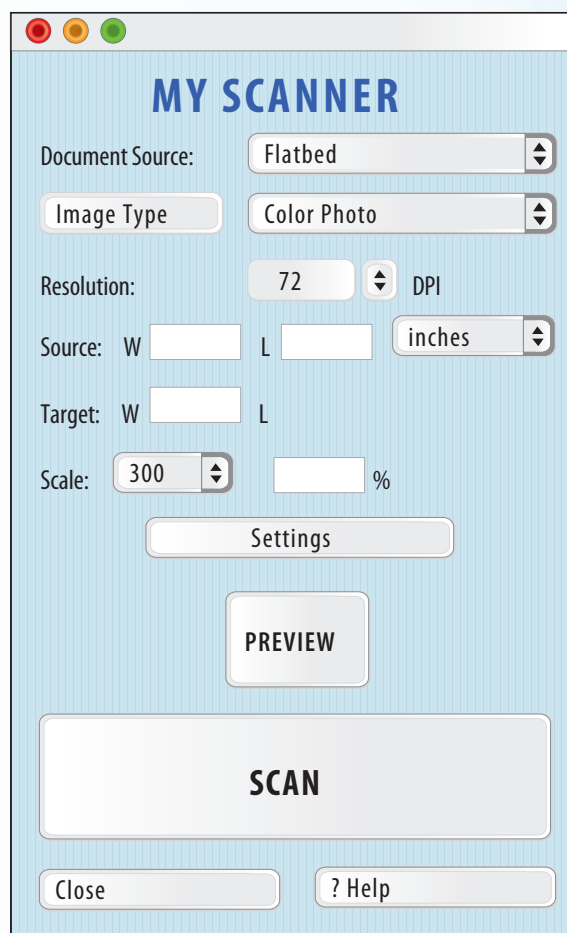
4. In PhotoEdit, under the File menu, choose Import; then select your scanner's name under the list of options. This will open up a scanning dialogue box within PhotoEdit. A preview of your picture will also appear. **Do not remove original image from the scanner.** B

5. With the cursor, select the area of the image you want scanned.

6. Set the size and resolution of the image. In general, scan your image at a larger size than the original (such as 200%) to provide more options for editing later on. For Web use, it is best to set the resolution to 72 dpi (dots per inch).



7. Click on SCAN. Your image will now open as an untitled document in PhotoEdit, ready to be edited.



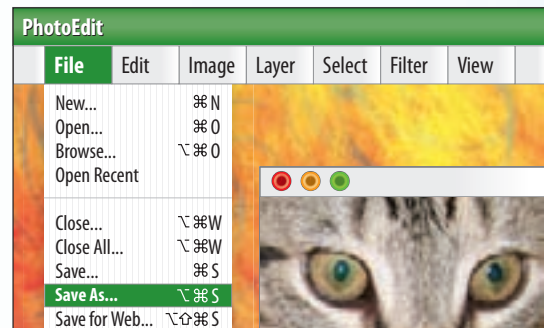
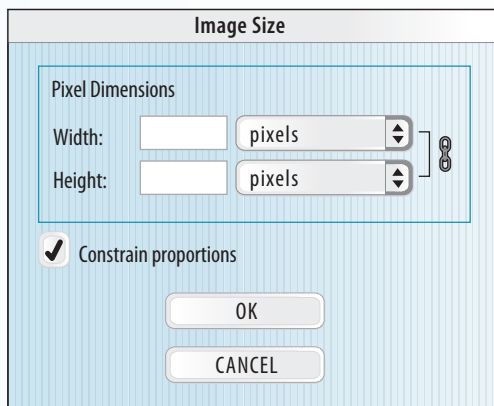
B Informational Focus Technical Directions

Why is this statement boldface?

Vocabulary options (AHP shuhnz) *n.*: choices.

Editing

8. You may now perform any number of edits to ready your image for Web use. You can crop, adjust the color, retouch, and sharpen the image in PhotoEdit.
9. In order to resize the image, you must decide how big you want it to appear on the Web page. First, make sure you are viewing the image at 100% (actual size). Next, go to the Image menu and choose the Image Size option. A dialogue box will open. If you want your image to be large, you may set the pixel size to 800 width x 600 height. If you would like your image to be a thumbnail size, set the width to a size of around 180 pixels. If the “Constrain proportions” option is enabled in this box, the image height will be set automatically.
10. Once you have entered the desired values, hit OK. You will now see the resized image. 



Saving

11. When you are satisfied with the way your image looks, go to the File menu and select Save As.
12. When you name your file, be sure not to exceed 31 characters, including the file extension.
13. Choose JPEG under file format (a JPEG is a compressed version of the file, suitable for Web use). When saving an image as a JPEG, you will have the option of setting the image quality and file size. For the Internet, it is best to choose a “medium” setting for these options.
14. Click OK. Your image is now ready to be uploaded onto your Web site.

Read with a Purpose What organizational pattern did the writer of these directions follow?

C Reading Focus Scanning If you were scanning through the headers to find out how to edit your image, what steps would you read carefully?

TECHNICAL DIRECTIONS

Applying Your Skills

SKILLS FOCUS **Informational Skills** Follow technical directions. **Vocabulary Skills** Demonstrate knowledge of literal meanings of words.

Following Technical Directions

Practicing the Standards

Informational Text and Vocabulary

- After you have placed your image in the scanner and opened up PhotoEdit, what is the first thing you need to do in order to scan the image?
 - Input a resolution of 72 dpi.
 - Change the image's size.
 - Choose Save As from the File menu.
 - Choose Import from the File menu.
- It is wise to scan your image at a larger size than the original because —
 - it is easier to see the image
 - it allows for more editing options
 - it will appear smaller on the Internet
 - you can't save the image if it's too small
- For Web use, you should set the resolution to —
 - 200 dpi
 - 800 dpi
 - 7.2 dpi
 - 72 dpi
- When you *scan* a document into a computer, you —
 - copy it
 - read it
 - skim it
 - delete it

- Another word for *options* is —
 - opportunities
 - advantages
 - orders
 - choices
- When you talk about computers or publications, *images* can also be called —
 - ideas
 - articles
 - graphics
 - headers

Writing Focus

Constructed Response

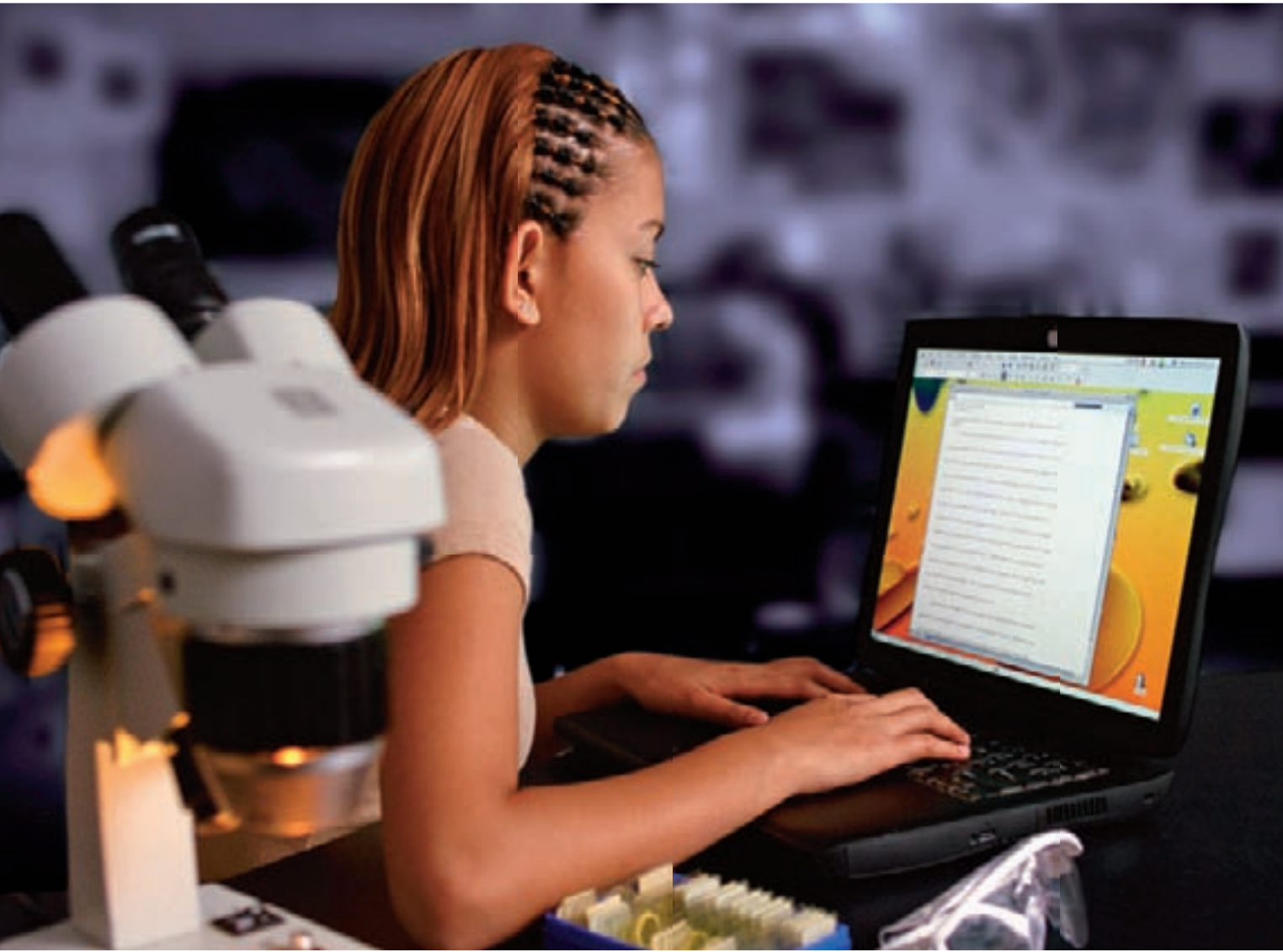
Write instructions explaining how to perform a task that involves a machine or tool. You may, for example, choose to write directions for retrieving phone messages, sending an instant message on a cell phone, or using a compass. Make sure that your steps are clear and easy to follow.

What Do
You
Think
Now

How can understanding technical directions help you communicate with others?

INFORMATIONAL TEXT FOCUS

Citing Internet Sources



What Do
You
Think?

How has the Internet changed the way we communicate?



QuickTalk

Think of past essays, reports, and biographies that you've written. Were any of your sources from the Internet? When you searched for information on the Internet, where did you go to find it? Share your sources with the class.

STYLE MANUAL

Preparing to Read

SKILLS FOCUS **Informational Skills** Cite Internet sources in Works Cited. **Reading Skills** Use logical notes to clarify understanding of texts.

Citing Internet Sources

Informational Text Focus

Citing Internet Sources You've probably been asked at some point to write a report or essay for which you've had to research a subject. Before you hand in your report, you must include a **Works Cited** list. This list of the sources you've used enables others to find and read them. Because online information is updated often (in some cases, daily), citing **Internet sources** requires more information than citations of print materials.

Reading Focus

Taking Notes A good way to keep track of the sources you've used in your research is to use **notecards**. Your notecards can contain as much detailed information as you wish, but they must contain certain basic information.

Into Action Record information about Internet sources on notecards like the one below.

Description of Source	Essay
Author(s)	Dr. Luther Agons
Title	"Greek Military Tactics"
URL:	http://www.ancientworlds.com/articles/Agons1

Writing Focus

Preparing for Constructed Response

As you look at example citations, pay attention to the formatting, especially the order in which the information appears.



Reader/Writer Notebook

Use your **RWN** to complete the activities for this selection.

Vocabulary

expansive (ehk SPAN sihv) *adj.*: covering many things; spread out; broad. *The World Wide Web is so large that it has become an expansive source of knowledge.*

expedient (ehk SPEE dee uhnt) *adj.*: very helpful in the pursuit of a goal or desire; advantageous. *Because the Internet is so easy to access, going online to find information is expedient.*

Language Coach

Related Words Once you know one form of a word you can more easily understand related words. For example, if you know the meaning of the verb *generate*, you can guess at the meaning of related words, such as *generation*, *regenerate*, and *generator*.

See if you can sort these words into the appropriate columns of the chart below: *expand*, *expanse*, *expeditious*, *expandable*, *expedite*, *expansively*, *expediential*.

Words Related to Expansive	Words Related to Expedient



Learn It Online

There's more to words than just definitions. Get the whole story on:

go.hrw.com

L9-1199

Go

Read with a Purpose Read this style manual to find out how we use and refer to information found on the Internet.

Chapter 11

Guide to Citing Internet Sources

Recently, with the explosion of the World Wide Web, the Internet has become an **expansive** source of information. You may even find yourself doing most of your research online rather than using print media. In fact, in researching cutting-edge technologies, such as the video game industry, it may be more **expedient** to look for your information online. For example, if you want to find the latest news on graphics technology, or advances in hardware and software components, the frequently updated Internet would be your best bet.

After you have found your online sources, you need to cite them in any report you write, just as you would offline sources (books, magazines, newspapers). Since online information is easily updated, citing Internet sources requires more information than you may be used to providing in citation of print materials. You are *not*, of course, responsible for changes made in a site between the time you make your notation and the time your reader goes there to find the work. You *are* responsible for giving your reader as much information as you have. In particular, it is crucial that you reproduce the URL (uniform resource locator)—the site's Internet address—exactly, so that a reader may access the site.

General Format for an Online Source

Author's Last Name, Author's First Name (if known). "Title of Work." Title of Web Site or Database. Date of electronic publication. Name of Sponsoring Institution. Date information was accessed <URL>. **A**

Note: If an electronic address, or URL, must be broken at the end of a line, break the address immediately after one of the slash marks. Do not add a hyphen or any other mark of punctuation to indicate a division of an address.

A Reading Focus Taking Notes Why would you want to copy this general format onto a notecard?

Vocabulary **expansive** (ehk SPAN sihv) *adj.*: covering many things; spread out; broad.
expedient (ehk SPEE dee uhnt) *adj.*: very helpful in the pursuit of a goal or desire; advantageous.

The box below shows the types of information you will need to include in an online citation. It includes examples of citations for **consumer, public, and workplace documents** you might find on the Internet. (Some of the sites are made up; some are real.) The examples follow the Modern Language Association (MLA) style. When you prepare a list of sources, which style you follow is less important than choosing one style and sticking to it. Ask your teacher which style you should follow.

You may confuse these online citations with footnotes. Here's the difference: A footnote cites the source of specific information included in the paper. A bibliography, or Works Cited list, includes all the sources consulted, whether used generally or specifically, in the research paper.

Sample Citations for Consumer, Public, and Workplace Documents

Product Information from a Commercial Site

"About the New WYSIWYGame Arts Console." WYSIWYGame Arts Console Page. 7 June 2001. WYSIWYGame Arts. 27 July 2001 <<http://wysiwygame.com/console/index/asp>>.

Article from an Online Nonprofit Magazine Dedicated to Protecting Consumers

Sleuthing, I. B. "And the Winner Is—Testing Today's Game Consoles." Digital. 25 June 2001. 7 Aug. 2001 <<http://www.digital.org/main/article/gamcon/1.html>>.

Article from a Reference Database (Encyclopedia)

"Programming Language." Electronic Library Presents: Encyclopedia.com. The Columbia Electronic Encyclopedia, Sixth Ed. 2000. Columbia UP. 15 July 2001 <<http://encyclopedia.com/articlesnew/10538biblio.html>>.

B

Part of an Online Book Found on a Public-Library Site (Also Available in Print)

Case, Loyd. "Chapter 4—Graphics." Building the Ultimate Game PC. Indianapolis: Macmillan, 2000. netLibrary. 3 Aug. 2001 <http://emedia.netlibrary.com/nlreader/dll?bookid=38549&filename=Page_v.html>.

Copyright Forms from the Library of Congress (Government Office)

United States. Library of Congress. US Copyright Office. Form VA—For a Work of the Visual Arts. Washington: GPO, 1999. 2 Aug. 2001 <www.loc.gov/copyright/forms/formva.pdf>.

Information from a Company's FAQ Page

"Resource Code Game Software Developers May Use When Programming for Our Products." ShellGame, Inc. 7 June 2001 <<http://www.shellgame.com/corp/faqs/faqslst.html>>.

Posting to a Discussion List (Message Board)

Game Dawg. "Why More Polygons Mean Awesome Graphics." Online postage. 23 June 2001. Way Kool Net. 16 Aug. 2001 <<http://www.waykoolnet.com/mboards/boards.cgi?board=prgm&read=9218>>.

Quotation from an E-mail Communication

Nguyen, W. "Re: WYSIWYGame Arts Graphics." E-mail to the author. 21 Aug. 2001.

B Informational Focus Internet Sources What differences do you find in the first three examples of Internet citations?

Using Notecards

Ready to try a few Internet citations on your own? When you are researching on the Internet, it is a good idea to record your sources on three-by-five-inch cards like the ones at the right. (Most of these are made-up sources.)

Formatting Your Works Cited List

The last step in writing a report is to compile all the sources you have cited in a *Works Cited* list. Follow these formatting steps:

- At the top of the page, center the title "Works Cited."
- Alphabetize your sources by the author's last name. If no author is listed, alphabetize a source by the first two words in the title, ignoring *A*, *An*, and *The*.
- If two or more sources are by the same author, use the author's full name in the first entry only. For the other entries, type three dashes in place of the name, followed by a period and the rest of the citation.
- Double-space the list, and begin each entry at the left margin. If an entry runs longer than one line, indent the following lines five spaces.



Read with a Purpose What new information did you learn by reading this style manual?

Source Type: Consumer information

What it is: Online magazine article

Author(s): Art C. Graphic

Title: "Writing Game Software Without Writing Code"

Other Information: from Click magazine, printed 1/17/07. I found it on 8/5/07.

URL: <http://www.clickmag.com/main/articles/artg/1.html>

Source Type: Workplace document

What it is: Company software instruction manual

Author(s): V. Phat

Title: "User's Manual for Compiler Version 2.2"

Other Information: There is no print version (they change it too often). You have to print from the WYSIWYGame Arts company intranet. It had last been updated 6/27/07 when I accessed the info on 7/3/07.

URL: <http://www.wysiwygame.com/manuals.compiler2.2.html>

Source Type: Public document

What it is: Government information service

Author(s): Federal Consumer Information Service, a division of the U.S. General Services Administration

Title: "Recalls"

Other Information: Note to myself: This is where I found out about the computer-chip recall from the company that WYSIWYGame Arts was considering switching to for its chips. Boy, was the boss surprised when I showed him that! I found the recall on 8/3/07 using my usual search engine. There was no notation of when the site had last been updated.

URL: <http://www.pueblo.gsa.gov/recallsdesc.html>

C Informational Focus Internet Sources What differences do you find in the first three examples of Internet citations? What function does each type of source serve?

Applying Your Skills

SKILLS FOCUS **Informational Skills** Cite Internet sources in Works Cited. **Vocabulary Skills** Demonstrate knowledge of literal meanings of words.

Citing Internet Sources

Practicing the Standards

Informational Text and Vocabulary

1. The purpose of a **Works Cited** list is to —
 - A document the sources used in your research
 - B enable your readers to access your sources
 - C neither of the above
 - D both of the above
2. On a **Works Cited** list an author's name appears —
 - A after the title of the work cited
 - B last, at the end of the citation
 - C first, with the first name first
 - D first, with the last name first
3. The most crucial information to reproduce accurately in an Internet citation is the —
 - A URL
 - B date you accessed the site
 - C title of the site
 - D author of the site
4. According to the MLA style, what is the correct way to cite a URL in a **Works Cited** list?
 - A hrw.com
 - B www.hrw.com
 - C http://www.hrw.com
 - D <http://www.hrw.com>
5. In your **Works Cited** list, how would you alphabetize an entry that does not have an author?
 - A Use *Anonymous* as the author's name.
 - B Alphabetize by the first two words in the title, ignoring *A*, *An*, or *The*.
 - C Type two dashes and a period, and then alphabetize by the title.
 - D Alphabetize by the month you accessed the Web site.
6. Something that is *expansive* —
 - A covers many things
 - B is very flexible
 - C costs a lot of money
 - D is in another country
7. Something that is *expedient* is —
 - A expansive
 - B useful
 - C ancient
 - D faraway

Writing Focus Constructed Response

Why do you think formatting guidelines for Internet sources have been developed? What purpose do they serve?

What Do
You
Think
Now

What information is required when citing Internet sources?

INFORMATIONAL TEXT FOCUS

Analyzing Functional Workplace Documents

C O N T E N T S

BUSINESS LETTER

Letter to the Editor
page 1206

E-MAIL MESSAGE

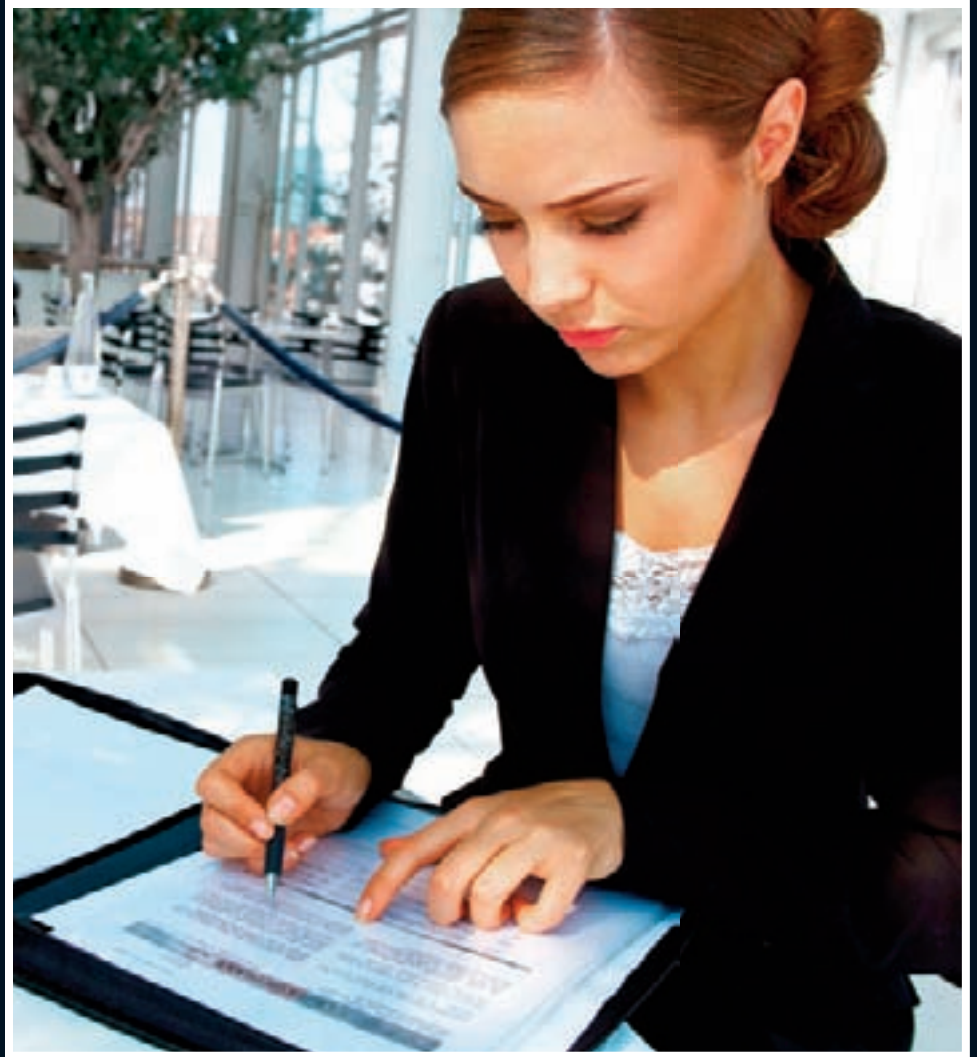
E-mail Memo
page 1207

WEB SITE

Game Information
page 1208

CONTRACT

Shareware Agreement
page 1210



How does the look of a document affect your ability to use it?



QuickTalk

With a partner, discuss informational material whose appearance made you want to read it. Discuss instances when the appearance of a document distracted or confused you.

FUNCTIONAL WORKPLACE DOCUMENTS

Preparing to Read

Business Letter / E-mail Message /
Web Site / Contract

Informational Text Focus

Analyzing Functional Workplace Documents Some workplace documents follow a specific **structure** and **format**. For instance, in writing a business letter or memorandum, you should use a specific style for the heading. Contracts usually have short, numbered sections with boldface headers. User guides and technical directions often include **graphics** such as **charts**, **diagrams**, and **illustrations**. Web sites have many different structures and formats and often include attention-grabbing graphics features such as icons and colorful type.

Reading Focus

Adjusting Reading Rate When you read workplace documents, you will probably find yourself **adjusting your reading rate**. You may quickly skim the address on a business letter and slow down to pay attention to its content. You will glance quickly through a user guide until you find the information you want. When you find it, you will slow down to learn what you need to know. You should always read contracts and other legal documents very slowly and carefully.

Into Action As you read the documents in this section, jot down notes about your reading rate. Here is an example.

*Business letter—read heading and closing quickly;
slowed down to pay attention to body of letter*

Shareware agreement—

Game description—

Writing Focus

Preparing for Constructed Response

When you view the page from the WYSIWYGame Arts Web site, write in your *Reader/Writer Notebook* whether you find the structure and format of the site effective.

SKILLS FOCUS **Informational Skills** Analyze workplace documents. **Reading Skills** Adjust your reading rate.



Reader/Writer Notebook

Use your **RWN** to complete the activities for these selections.

Vocabulary

diligent (DIHL uh juhnt) *adj.*: hard-working. *A diligent student puts in a lot of time studying.*

differentiate (dihf uh REHN shee ayt) *v.*: distinguish by creating a difference between. *An interesting cast of characters will differentiate your game from all others.*

en route (ahn ROOT) *adv.*: along the way. *You may discover many adventures en route to your destination.*

Language Coach

Oral Fluency Sometimes, the letter combination *di-* has a long *i* sound, such as in *diary* and *diet*. In two words in the Vocabulary list, however, that letter combination has a short *i* sound.

Sort these words that begin with *di-* into their proper categories in the chart below.

digress	digest	distinct
dissent	dissect	diction
dimension	disperse	dispose

Long i Sound	Short i Sound



Learn It Online

There's more to words than just definitions. Get the whole story on:

go.hrw.com

L9-1205

Go

BUSINESS LETTER

March 10, 2009

Ms. Donna Pulsipher
Senior Editor
GearTroll Magazine
5100 South Nixom Lane
Grand Rapids, MI 49503

**Read with a Purpose**

Read the following documents to help you better understand their different uses.

Dear Ms. Pulsipher:

For the past several months, I have been designing a computer game, and I have recently created a new Web site to promote it. Because you know so much about this industry, I wonder if you would be willing to offer your opinion. I want the site to be clear, interesting, and easy to use, and I would love to hear your ideas and suggestions.

I am a **diligent** student, and I like to spend my spare time developing my design and programming skills. I want to create new video games that will appeal to young adults like me. Now I have developed a game that I think can be very successful, and I want to make it available to users all over the world.

If you have any time available, I would also enjoy the opportunity to meet with you in person to discuss the Web site and my project. Please feel free to contact me at any time. You can reach me at the above address or at gdesigner@wysiwygames.com.

Again, thank you so much for your help. I am very much looking forward to your insight. **A**

Sincerely,

G. Designer

A Reading Focus Adjusting Reading Rate What is the main idea of this letter? Did you need to adjust your reading rate to find the main idea? Explain.

Vocabulary diligent (DIHL uh juhnt) *adj.*: hardworking.



From: Donna Pulsipher
To: G. Designer
Cc: Aaron Kravitz
Subject: Web site review

B

Hello G. Designer,

It was my pleasure to look at your Web site. I think that overall, it is easy to use and will be appealing to your users.

Here are a few suggestions:

- I would try to improve your graphics. You want graphics that will grab gamers and players and get them interested in your game and that will also **differentiate** your game from all others.
- Think about adding a page where users can make suggestions or comments.
- Finally, I would add a legal document called a Shareware Agreement. This is an agreement between you and the user that protects your software. I have attached an example.

I would be happy to meet with you to discuss your projects further. I have copied my assistant on this e-mail. If you call the office, he will be happy to arrange an appointment.

Best of luck!

Donna Pulsipher
555-555-0177

B Informational Focus Workplace Documents How does this heading structure add clarity to an e-mail message?

Vocabulary differentiate (dihf uh REHN shee ayt) v.: distinguish by creating a difference between.

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites History Mail Print

Address <http://www.WYSIWYGameArts.com> Go



THE SHOW MUST GO ON

Free download 5.5 MB 8 downloads

 Download Now 

 System Requirements

 Game Description

 Read User Opinions

 Post Your Opinion

 **Informational Focus** Workplace Documents What does this graphic feature add to the WYSIWYGame Arts Web site?

1208 Unit 6 • Collection 10

Internet

Game Description

You, Candy Rapper, are trying to get to the stadium to sing at the big benefit concert to aid the farmworkers. **En route**, though, you are stopped by different characters—Terry Techno and Coyote Cowboy, for example—who demand that you play them *their* songs before they let you pass. With a quick check of the playlist, you dial up a song on your boombox. If you play the right song, you gain points and move on toward the stadium. If not, you lose points and have to stay until you find the right song. Can you make it to the stadium in time? If you do, you perform to a standing ovation accompanied by a fireworks display. **D**

Would you recommend this game?



YES



NO



Post My Opinion

Game Facts

Version 1.0

Ages: 10–16

Date added: April 6, 2009

File size: 5.5 MB

Approximate download time: 13 min. at 56 kbps

Downloads: 8

Opinions (5): 80% YES; 20% NO

Licensee: Shareware



Download Now

Read with a Purpose What did you learn about posting a game to a Web site?

D Reading Focus Adjusting Reading Rate The game description will help you decide if you want to play this game. What reading rate would you use to read the description?

Vocabulary **en route** (ahn ROOT) *adv.*: along the way.

CONTRACT



File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites History Mail Print

Address <http://www.WYSIWYGameArts.com> Go

Shareware Agreement

This is a legal agreement between you, the end user, and WYSIWYGame Arts, the proprietor. By using the WYSIWYGame Arts software [hereafter called the SOFTWARE], you indicate your acceptance of these terms.

- 1. GRANT OF LICENSE** WYSIWYGame Arts grants you the right to use the SOFTWARE on a single computer. The SOFTWARE is considered in use on a computer when it is loaded into RAM or installed in permanent memory.
- 2. PROPRIETARY RIGHTS** The SOFTWARE is owned exclusively by WYSIWYGame Arts. This license does not transfer any ownership rights of the SOFTWARE to you.
- 3. RESTRICTIONS** You may not translate, reverse program, decompile, disassemble, or otherwise reverse engineer the SOFTWARE.
- 4. NO WARRANTY** This SOFTWARE is licensed to you “as is” and without any warranty of any kind, expressed or implied, including but not limited to warranties of merchantability and fitness for a particular purpose.
- 5. LIMITATIONS OF LIABILITY** In no event shall WYSIWYGame Arts' liability related to any of the SOFTWARE exceed the license fees, if any, actually paid by you for the SOFTWARE. WYSIWYGame Arts shall not be liable for any damage whatsoever arising out of, or related to, the use or inability to use the SOFTWARE, including but not limited to direct, indirect, special, incidental, or consequential damages. **E**

E Informational Focus Workplace Documents In a step-by-step sequence, the steps have to be followed in order. In a point-by-point sequence, the points can be taken in any order. Which sequence is followed in this contract?

1210 Unit 6 • Collection 10

Internet

Applying Your Skills

SKILLS FOCUS **Informational Skills** Analyze workplace documents. **Vocabulary Skills** Demonstrate knowledge of literal meanings of words and their usage.

Business Letter / E-mail Message / Web Site / Contract

Practicing the Standards

Informational Text and Vocabulary

- On the WYSIWYGame Arts Web site, the name of the computer game is displayed —
A in a long paragraph
B next to the company logo
C under the “Download Now” icon
D next to the “Read User Opinions” icon
- A repeated **graphic** icon on the Web site draws the reader’s attention to —
A the download icon
B the search icon
C the company logo
D the game’s name
- The Web site uses the structural element of a list to —
A describe the game
B repeat the company name
C provide game facts
D identify internal links
- The Web site uses all of the following elements of **structure** and **format** *except* —
A bold and colored print
B graphics and bullets
C step-by-step sequence
D text placed in sections

- When you *differentiate* ideas, you —
A show how they are the same
B point out their differences
C disagree with their theses
D come up with additional ones
- A *diligent* student is —
A hardworking
B duty bound
C direct
D respectful
- Something discovered *en route* is found —
A under a tree
B on a highway
C faraway
D along the way

Writing Focus **Constructed Response**

Choose three structural, formatting, or graphic features of the WYSIWYGame Arts Web site, and describe how each contributes to the designer’s purpose in creating the site.

What Do
You
Think
Now

How did the appearance—the structure and format—of these documents affect your ability to use or understand them?

INFORMATIONAL TEXT FOCUS

Evaluating the Logic of Functional Documents

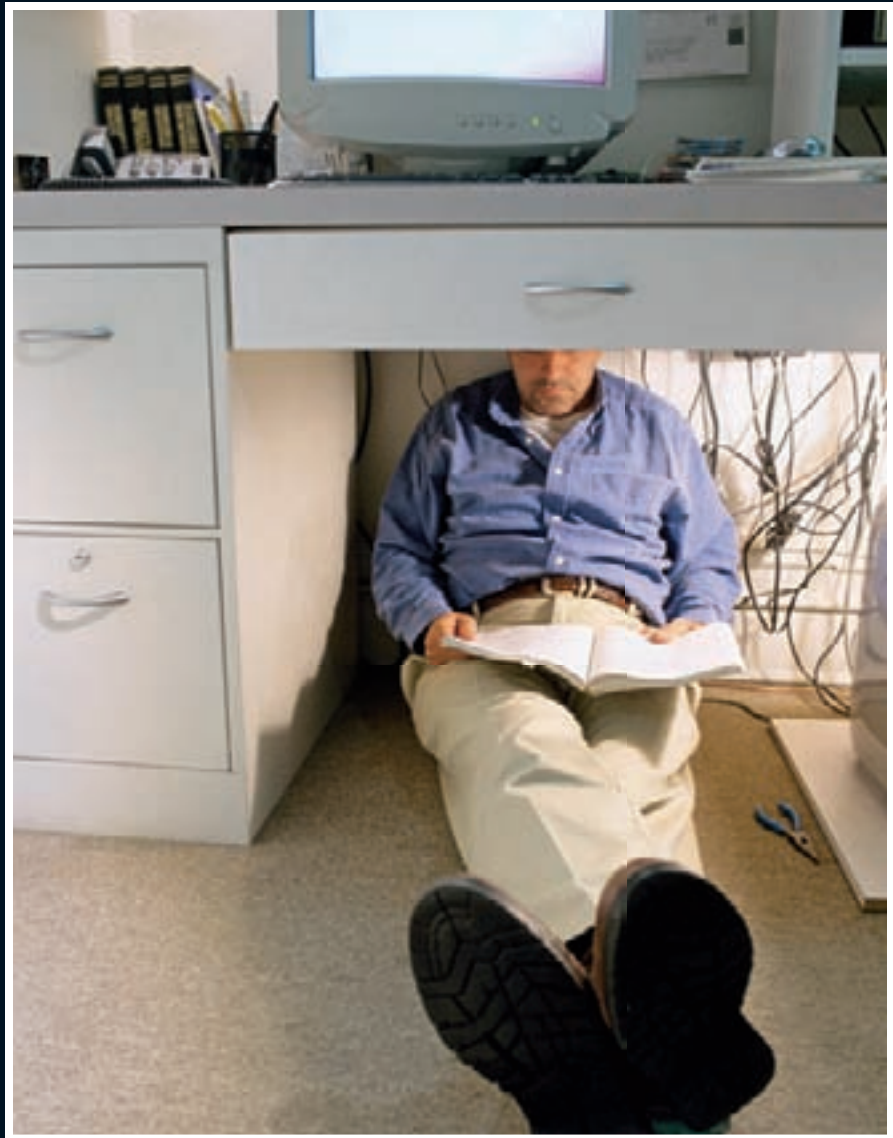
C O N T E N T S

MAGAZINE ARTICLE

What Is Wrong with This Document?
page 1214

TECHNICAL DIRECTIONS

**WYSIWYGame Arts:
The Show Must Go On**
page 1216



Why is it important to be logical in your writing?



QuickTalk

With a group of classmates, brainstorm examples of rules or situations that made no sense or were confusing or even contradictory. Compare your reactions to those situations.

FUNCTIONAL DOCUMENTS

Preparing to Read

SKILLS FOCUS Informational Skills Understand functional documents. Reading Skills Question the text.

What Is Wrong with This Document? / WYSIWYGame Arts: The Show Must Go On

Informational Text Focus

Evaluating the Logic of Functional Documents Functional documents have to make sense. When they are clear and logical, they help people get things done. By contrast, documents that are illogically sequenced or are missing steps are useless. In writing or evaluating functional documents, remember that **logical sequencing** requires that

- all the steps be there
- the steps appear in the correct order

Reading Focus

Asking Questions It is a good idea to **ask questions** of any text you are reading, but especially when evaluating the logic of informational text. Here are some of the types of questions you might ask:

- Does this information agree with what I already know about the topic?
- What seems to be missing in this text?
- Is all the information in the correct sequence?

Into Action Use a chart like the one below to keep track of your questions and their answers.

Document	My Questions	My Answers
Instruction manual	Are these steps in the right order?	
Technical directions		

Writing Focus

Preparing for Constructed Response

You will soon be reading some technical directions. In your *Reader/Writer Notebook*, note what is logical or illogical about the document.



Reader/Writer Notebook

Use your **RWN** to complete the activities for these selections.

Vocabulary

“What Is Wrong with This Document?”

critical (KRIHT uh kuhl) *adj.*: essential; important. *Directions are hard to follow if a critical piece of information is left out.*

flawlessly (FLAW lih lee) *adv.*: without error; perfectly. *She flawlessly followed the directions for installing the software.*

WYSIWYGame Arts

decompression (dee kuhm PREHSH uhn) *n.* used as *adj.*: here, having the ability to expand a compressed file. *You can use decompression software to restore your compressed files and play your game.*

Language Coach

Affixes Do you recognize a familiar word in the middle of *decompression*? The word *press* is surrounded by **affixes**—two prefixes and a suffix. Adding *com-* changes the word’s meaning to “press together.” Adding *-sion* changes the meaning to “act of pressing together.” And adding *de-* changes the meaning to “undo the act of pressing together.”

What other word in the Vocabulary list has a familiar word inside it? How do the affixes change the meaning of that familiar word?



Learn It Online

There’s more to words than just definitions. Get the whole story on:

go.hrw.com

L9-1213

Go

What Is **Wrong** with This Document?

by Juan T. Presso

Read with a Purpose Read these selections to evaluate the logic of informational documents.

When you are downloading a software game, putting together your young cousin's new swing set, or following the prompts on the ATM or voice-mail system, you are using functional documents. "Wait a minute!" you are probably saying. "Aren't documents pieces of paper? Can on-screen or voice prompts be considered documents?" Yes, they can, if you remember this: Someone wrote the words and decided on the sequence of the procedure that you see on the ATM screen or hear when you reach a voice-mail system.

When functional documents are well written, they are easy to follow. When they are not well written, they can cause serious misunderstanding. When a functional document is poorly written, chances are that either a **critical** piece of the information you need has been left out or the information is not presented in a logical, step-by-step sequence. Either way, you end up scratching your head and thinking, "Huh?"

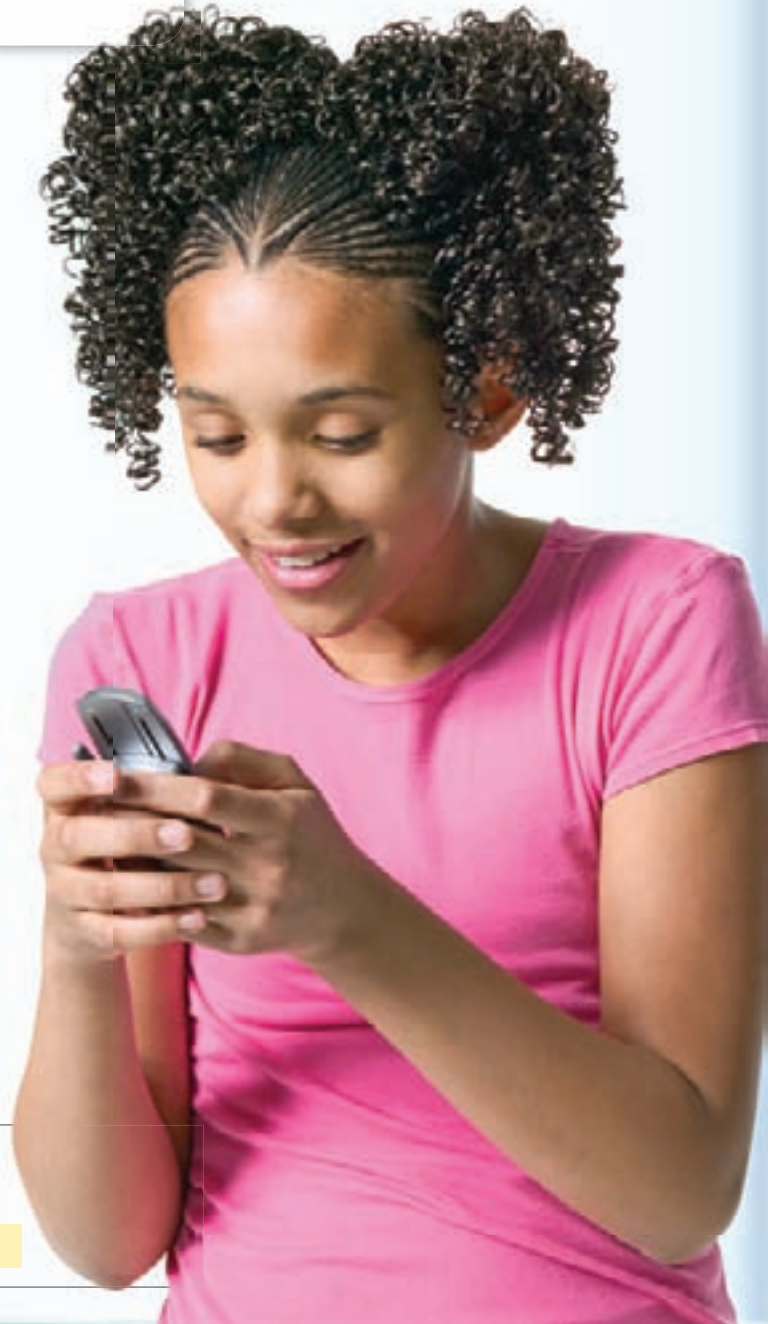
A

Missing a Step

Let's say, for example, that you are installing memory chips in a laptop computer that has been

A Informational Focus Evaluating Logic What happens when documents are poorly written?

Vocabulary critical (KRIHT uh kuhl) *adj.*: essential; important.



designed to let you do this. The first step tells you, in big block letters, to unplug the computer and remove the battery. You follow each of the next twenty steps **flawlessly**. The illustrations actually match what you see, and you are confident that you have done everything correctly. The last step tells you to turn the computer on. You take a deep breath, press the On switch, and . . . nothing. No lights, no whirring, no little *chucka-chucka-chucka* sounds. Finally, you think, “Duh. Plug it in.”

We’ve all been there. The instructions omitted that vital step. As obvious as the step may have seemed to the person who wrote the document, it is still necessary to tell you when it’s safe to plug the computer back in, especially after you’ve been instructed to unplug it. Such a failure in logic creates confusion, and creating confusion is not what a functional document should do.

A Step Out of Order

Let’s take a look at a page from an instruction manual to see what happens when a step is not in the correct sequence.

Did you notice that step 7 is clearly out of order? If you were trying to follow these directions, you’d have to decide whether it should go after step 3, 4, or 5. Logic will tell you that it should go after step 3, since you will need a connection to the wireless system in order to turn it on. But wouldn’t it have been nice if the instructions had told you that?



Installing Your Wireless Access

1. Your new wireless system will use your existing cable-modem service to access the Internet. Test to see whether the cable connection is working by going to your home page in the usual way. If the connection is working, go on to steps 2–7.
2. Shut down your computer.
3. Unplug the cable modem from your computer.
4. Turn the wireless system on.
5. Restart your computer.
6. Check to see that the wireless system has taken you back to your home page.
7. Plug the cable modem you unplugged from your computer into the wireless system.

B

B Reading Focus Asking Questions What question might you ask here?

Vocabulary **flawlessly** (FLAW lihs lee) *adv.*: without error; perfectly.

TECHNICAL DIRECTIONS

Build Background

G. Designer wants the instructions on how to download software from the WYSIWYGame Arts Web site to be easy and clear for readers to follow. Below are the instructions provided by the technical support crew at WYSIWYGame Arts. Critique the logic and clarity of their instructions.

The Show Must Go On

FIVE EASY STEPS TO DOWNLOADING SOFTWARE

1. Click on Download Now.
2. Decompress your download on a PC.
3. Install the game software on the hard drive of your PC.
4. Clean up your desktop directory.
5. Download **decompression** software.

STEP 1 ...**Click on Download Now****A**

- a. The download window will appear.
- b. Click on OK for the download to begin.
- c. Your browser will automatically download the file to the folder you have specified.

STEP 2 ...**Decompress Your Download on a PC**

NOTE: This game has been compressed for faster file downloading. PC files will download in .zip format.

- a. Double-click on the game icon with the .zip extension. Your decompression software will automatically load.
- b. Click on Extract.
- c. Select the destination folder, and click on Extract again. The file will appear in that folder.

STEP 3 ...**Install the Game Software on the Hard Drive of Your PC**

- a. Click on Install on the button bar, or click on Next as prompted.
- b. Follow the prompts.

STEP 4 ...**Clean up Your Desktop Directory**

Delete the compressed file ending in .zip, and empty the trash or recycle bin. Once the game software has been installed, you will no longer need this file.

STEP 5 ...**Download Decompression Software**

Click here for .zip, .arc, .arj, .gz, and .z files.

Files that end in .exe or .sea do not need compression software.

B

Read with a Purpose Which set of directions, the instruction manual within the magazine article or the technical directions, was clearer? Was either set of directions error-free? Explain.

A Reading Focus Asking Questions What questions might you ask here?

B Informational Focus Evaluating Logic Are steps 4 and 5 logical? Why or why not?

Vocabulary decompression (dee kuhm PREHSH uhn) *n.* used as *adj.*: here, having the ability to expand a compressed file.

Applying Your Skills

SKILLS FOCUS **Informational Skills** Evaluate the logic of functional documents. **Vocabulary Skills** Demonstrate knowledge of literal word meanings and their usage.

What Is Wrong with This Document? / WYSIWYGame Arts

Practicing the Standards

Informational Text and Vocabulary

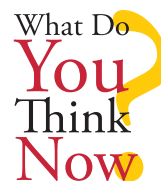
- In the WYSIWYGame Arts technical directions, which step is out of sequence?
 - Step 1
 - Step 2
 - Step 3
 - Step 5
- Where *should* the step that is out of sequence be placed?
 - After step 1
 - After step 2
 - After step 3
 - After step 4
- The *most* logical order for giving instructions in any functional document is —
 - alphabetical order
 - order of importance
 - step-by-step order
 - spatial order
- Step 2 will probably leave an inexperienced computer user *most* uncertain about which question?
 - I'm supposed to double-click on *what*?
 - What* do I have to do to make the decompression software load?
 - How* do I select a destination folder (and what is it)?
 - Why* exactly did I think I wanted this computer game anyway?

- A dance move performed *flawlessly* is done —
 - awkwardly
 - gracefully
 - perfectly
 - pointlessly
- When software undergoes *decompression*, it —
 - expands to normal size
 - is compressed inward
 - changes its shape
 - becomes much smaller
- A *critical* piece of information is —
 - judgmental
 - mean
 - useless
 - essential

Writing Focus

Constructed Response

Write a brief evaluation of the WYSIWYGame Arts technical directions. Are the steps in a logical order? Is the information clear and easily understood? What possible misunderstandings could occur? How could misunderstandings be prevented? Write your suggestions for changes.



What have these documents shown you about the importance of logic in our everyday lives?

PREPARING FOR STANDARDIZED TESTS

Informational Skills Review

Documents for Life **Directions:** Read the following selection. Then, read and respond to the questions that follow. Questions 6–18 are general questions about functional documents.

Employee Manual Using the Office Defibrillator

Basic Information

Defibrillators are devices that treat irregular heart rhythms with electrical shock. The first successful use of a modern defibrillator was in 1947, when Dr. Claude Beck used an electrical shock device he designed to revive a dying heart patient in an operating room. Since then, defibrillators have been improved on and produce everyday miracles.

A defibrillator consists of a generator, leads, and electrodes. The generator provides power and houses the controls. It is a small computer that runs on a battery and generates a pulse. The electrodes are used to deliver a correcting electrical shock through the skin to the patient's heart. The device can assess a patient's needs and respond in kind. When the electrodes are placed on the patient, the computer that controls the device reads the heart rhythm and determines its type. The device then provides a personalized level of power and shock. If no need is detected, the device will not allow shock to be administered.

Emergency Model

Emergency defibrillators, such as the one in our office, are portable and can often be found hanging on the walls of public places. Ours hangs to the right of the door inside our cafeteria.

Some devices have metal paddles with insulated handles. Ours has adhesive electrodes. They are a bit slower to use but minimize steps and reduce the risk of shock to the operator, because the operator can stand several feet away. To make certain that no one else receives a shock, operators must make certain that no one is touching the patient when the shock is delivered.

Placing the Electrodes

The proper placement of the electrodes is important. This is the one element the device cannot control itself, and it is critical to an effective rescue.

For long-term assessment and treatment:

1. One electrode is placed over the lower part of the chest, in front of the heart, at the patient's left side.
2. The second electrode is placed on the patient's back, behind the heart and between the scapula (the two flat, triangular bones in the back of the shoulders).

When the first method is inconvenient:

1. One electrode is placed at the patient's right, below the clavicle (collarbone).
2. The second electrode is placed at the patient's left, below and left of the pectoral muscle (large chest muscle).

1. The **purpose** of this document is to —
 - A explain business practices
 - B provide technical directions
 - C describe office equipment
 - D detail a public policy issue
2. The **format** of the document includes —
 - A key words in boldface
 - B boldface headers
 - C graphic illustrations
 - D a chronological sequence
3. The directions for placing the electrodes are —
 - A given at the beginning of the document
 - B shown in numbered lists
 - C called out with boldface type
 - D shown in reverse order
4. The directions for placing the electrodes could be made clearer by —
 - A numbering the steps
 - B reordering the steps
 - C adding extra steps
 - D including illustrations
5. If you needed to use the defibrillator right away, which of the following would you do?
 - A Take notes in the margins
 - B Scan the document for directions
 - C Ask question to critique the text
 - D Slowly read the defibrillator's history
6. Which **consumer document** is *most* likely to help you if you have trouble figuring out how to operate a device?
 - A A contract
 - B An instruction manual
 - C A warranty
 - D Product information
7. The purpose of a **limited warranty** is to provide —
 - A some protection if a product is defective
 - B a lifetime provision for repair of a product
 - C directions for operating a product
 - D a lifetime guarantee of a product
8. For most product **warranties** to be effective, the manufacturer usually requires that the purchaser —
 - A mail a registration card to the manufacturer
 - B pay full price, not a reduced price, for the product
 - C wait at least thirty days before requesting repairs
 - D sign a legal contract with the manufacturer
9. Which of these **consumer documents** would *most* likely tell you how many phone numbers you can store in a cell phone's memory?
 - A A warranty
 - B Product information
 - C Safety information
 - D A contract

PREPARING FOR STANDARDIZED TESTS

Informational Skills Review CONTINUED

10. A **shareware agreement** is a type of —

- A software program
- B contract
- C warranty
- D Web browser

11. A **Works Cited** list is different from a **footnote** because it lists —

- A the internet sources consulted
- B all the sources consulted
- C the most important sources consulted
- D sources in logical order

12. In preparing a **Works Cited** list, you should —

- A divide a URL only after a period
- B divide a URL only after a slash
- C divide a URL anywhere in the address as long as you use a hyphen
- D not divide a URL at all

13. According to MLA style, what is the correct way to cite a URL?

- A Within parentheses
- B Within slash marks
- C Within angled brackets
- D Within dashes

14. Which of the following is *not* an example of a **public document**?

- A A coupon for a haircut
- B A police brochure about avoiding theft
- C A government memo about flu shots
- D A train schedule for the summer

15. A set of **technical directions** is badly flawed if it —

- A omits a step
- B puts a step in the wrong order
- C does either of the above
- D does none of the above

16. The **purpose** of a workplace document is to —

- A eliminate some jobs
- B increase paperwork
- C make a task easier
- D decrease unemployment

17. An **employee manual** will tell you —

- A how to find a new job
- B how to get along with others
- C about federal employment policies
- D about workplace rules and policies

Constructed Response

18. Think about a product you've used recently, and write a **business letter** to the manufacturer that states and explains your praises or complaints. Be sure to include all six parts of the business-letter format.

PREPARING FOR STANDARDIZED TESTS

SKILLS FOCUS **Vocabulary Skills** Use context clues in words, sentences, and paragraphs to decode new vocabulary; use academic vocabulary appropriately.

Vocabulary Skills Review

Context Clues **Directions:** For questions 1–6, use the context clues in the sentences to help you identify the meaning of the italicized Vocabulary words. For questions 7–8, choose the correct definition for each italicized Academic Vocabulary word.

1. It is easier to *scan* color photos with this new hardware. In this sentence, to *scan* is to —

- A copy into a computer file
- B edit in a computer program
- C paste into a different file
- D delete from a computer

2. When you choose your character in the game, you have several *options*. In this sentence, *options* are —

- A games
- B places
- C choices
- D openings

3. The Internet is an *expansive* source of good information. In this sentence, *expansive* means —

- A unreliable
- B complicated
- C broad
- D reluctant

4. To find the latest information, it is more *expedient* to look online. In this sentence, *expedient* means —

- A useful
- B extreme
- C up-to-date
- D reliable

5. I am a *diligent* student, and I plan to go to college. In this sentence, *diligent* means —

- A graduating
- B straight-A
- C hardworking
- D intelligent

6. Using attractive graphics will *differentiate* your computer game from all the others. In this sentence, *differentiate* means —

- A distinguish
- B discover
- C display
- D designate

Academic Vocabulary

7. What are the *consequences* of arriving late to school?

- A Merits or benefits
- B Punishments
- C Effects; results
- D Aspects

8. The advertisement does not *specify* the product's ingredients.

- A Clearly state
- B List
- C Emphasize
- D Criticize

Read On



WEB SITE

National Safety Council

To “educate and influence people to prevent accidental injury and death,” is the

goal of the National Safety Council. Its Web site contains hundreds of tips on how to make home, driving, and work safer. From “22 Safety Items No Home Should Be Without” to defensive driving for teens to the unsafe decibel level of pig squeals (85–115), it’s hard to find a safety category not covered. Because more than 100,000 deaths occur from accidents each year in the United States, www.nsc.org is a Web site that everyone should visit.



NONFICTION

Words Fail Me

If you think books on writing and grammar are boring, think again. In *Words Fail Me*, Patricia T. O’Connor takes a comedic approach to writing. O’Connor covers all the basic rules of writing while still managing to make

her reader laugh. In short, snappy chapters, she covers topics such as “Pronoun Pileups,” “Verbs That Zing,” and “What to Do When You’re Stuck.” Next time you’re having trouble with a report or a letter, page through this book and you’ll find that it isn’t your average writing book.

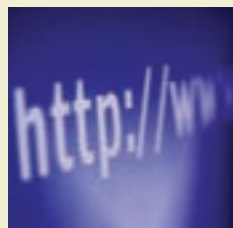


WEB SITE

Ben’s Guide

This is Ben, as in Benjamin Franklin: Founder, inventor, and kite flyer. His Web site is devoted to giving

you numerous facts and figures about state and federal government. Here you can learn how to write members of Congress from your state and discover state mottoes, songs, birds, and flowers. You can investigate important historical documents such as the Federalist Papers and the U.S. Constitution. Learn how laws are made and what career opportunities there are in the government. The site even includes games and activities. For all this and more, go to <http://bensguide.gpo.gov>.



WEB SITE

Youth@Work

Suppose you’ve gotten a summer job, but now you think you are a victim of discrimination by your boss or

a co-worker. Go to Youth@Work, a Web site run by the Equal Employment Opportunity Commission, a federal agency whose goal is to eliminate discrimination from the workplace. This Web site explains that, as an employee, you have the right to work free of discrimination and harassment. It tells you how to file a complaint without fear of punishment. It includes real cases, such as one about a store that refused to hire two young men because they were hearing impaired. For more, visit <http://youth.eeoc.gov>.